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ABSTRACT

The Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities is presented. The Committee's purpose and functions, committee membership, meetings and activities are discussed. The Committee's discussions and special activities and research reports in progress are summarized, and the committee's conceptual framework for accomplishing its goals and objectives, and its specific objectives are outlined. Recommendations to various officials are offered. Appendices list Committee members, Committee staff, historically black colleges and universities, and predominantly black colleges. Copies of correspondence to and from the Committee are also included. Recommendations to officials concern the following issues: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition of the "Adams" states that are negotiating in good faith, and proposed technical amendments to the Basic Educational Opportunity Grants' regulations. (SW)

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SECOND ANNUAL REPORT 1978

JUNE 1979

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HE 012 731

National Advisory Committee on
Black Higher Education and
Black Colleges and Universities

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

We are appreciative of the opportunity to focus national attention on the condition of higher education in the country as it affects its largest minority group, and we anticipate that our final report and recommendations will greatly assist the Federal government in initiating and continuing those policies and programs which will contribute to improved higher education opportunities for Black Americans and the enhancement of the historically Black colleges and universities.

Sincerely,

Elias Blake, Jr.
Chair

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
Washington, D.C.

Dear Mr. Secretary:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

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BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1979

Dr. Mary F. Berry
Assistant Secretary for Education
Department of Health, Education, and Welfare
Washington, D.C.

Dear Dr. Berry:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

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WASHINGTON, D.C. 20202

June 30, 1979

Dr. Ernest L. Boyer
U.S. Commissioner of Education
U.S. Office of Education
Washington, D.C.

Dear Commissioner Boyer:

I have the honor to transmit to you the Second Annual Report of the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

During the 1978 calendar year, the Committee addressed a number of issues related to Black Americans in higher education and to the historically Black colleges and universities. In addition to requesting an extension of the life of the Committee to afford it two full years of operation and sufficient staff and financial resources to carry out its functions, the Committee forwarded recommendations on some critical issues which required its immediate input. These issues were: tuition tax credits for middle income families, the proposed Department of Education, closing application dates and regulations for the Developing Institutions Program, recognition and encouragement of the "Adams" States which are negotiating in good faith, and proposed technical amendments to the Basic Equal Opportunity Grants' regulations. Each recommendation was made against the background of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and the unique role and contributions of the historically Black colleges and universities.

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INTRODUCTION

As a result of the long advocacy by persons with special interests in achieving equity in higher education for Black Americans and in enhancing the historically Black colleges and universities, the National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December, 1976. According to its Charter, the Committee is charged with examining all approaches to the higher education of Black Americans as well as the needs of the historically Black colleges and universities and to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas (for a list of the areas, see the Charter in Appendix C). The establishment of this Committee is commensurate with the general practice of the Federal Government to seek the advice and recommendations of persons with expertise in specific areas in order to effectively administer federal programs.

In its initial Annual Report, "Higher Education Equity: The Crisis of Appearance Versus Reality," the Committee sought to clearly define the degree and type of progress which Black Americans have made in terms of higher education. In this report, access to higher education was viewed as more than getting into a postsecondary institution, but also in terms of the logical progression following access--choice of field of study and institution of higher education, completion of undergraduate training, and the potential to continue on for graduate and professional study or entry into the job market as a qualified professional employee.

Preliminary to the issuance of its final recommendations, the Committee is reviewing and reanalyzing relevant data on Blacks in higher education so that it may determine what types of activities or tasks must be accomplished and the policies that should be developed not only by the Federal Government, but also by State and local governments and other educational entities impacting colleges and universities, in order to allow for greater equity of Blacks in higher education.

Further, the Committee believes that the future status of the historically Black colleges (HBC's) can be influenced for the better if the pertinent data are made available so as to provide a broader and deeper understanding of the role played by these institutions in the past and the role they must play in the future.

THE COMMITTEE --- ITS FUNCTIONS AND ACTIVITIES

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years. Realizing that in order to make a significant contribution to the advancement of higher education opportunity more time would be required, one of the Committee's first official recommendations in 1978 was for the extension of the Charter to afford it the originally planned two years to complete its mandate. This request was especially relevant due to a variety of problems related to acquiring sufficient financial and staff resources which further delayed the work of the Committee. This recommendation was accepted, and on December 7, 1978, the Secretary of Health, Education, and Welfare approved a revised Charter and extended the Committee to December 22, 1979 (See Appendix C for a copy of the revised Charter).

The Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth the standards for the formation and use of advisory committees. As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made.

The 15 members of the Committee in 1978 included 8 persons who were either college presidents or State university chancellors (5 of whom are

presidents of historically Black colleges); representation from foundations, business, and the community; and a student. Each member was appointed to serve a term of two years with the Chairperson appointed by the Secretary.

Notices of all meetings were published in the Federal Register. In addition advance notification was also sent to the constituency, groups historically associated with Black aspirations, and to groups in the larger community with a history of involvement on behalf of Black Americans. All meetings were open to the public and were well attended by persons from all over the Nation.

The Committee believes that through its deliberations, reports, recommendations, and the public forum that the higher education of Black Americans will be improved and that the historically Black colleges and universities will not only be preserved but enhanced.

Purpose and Functions

The Secretary of Health, Education, and Welfare is responsible for the administration of various higher education and civil rights programs mandated by statutes. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting not only the general population, but particular segments of society. Thus, the Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of Black Americans in order to fulfill his responsibilities effectively. Hence, the National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary to examine all approaches to the higher education of Black Americans, as well as the needs of the historically Black colleges and universities, and to advise him, the Assistant Secretary for Education, and the Commissioner of Education. In particular, the Committee is to advise and make recommendations in the following areas:

"(1) in the identification of the several courses of action to raise substantially the participation of Blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

"(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations."

Committee Membership

The Committee is appointed by the Secretary of Health, Education, and Welfare. It is governed by Part D of the General Education Provisions Act and the Federal Advisory Committee Act which set forth the standards for the formation and use of advisory committees.

As required by the Charter, the Committee includes persons knowledgeable about the higher education of Black Americans, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made. Membership in 1978 included presidents of five historically Black four-year colleges, chancellors of two State University systems, the chancellor of a community college system, and representation from the business, foundation and research communities. They are from the Southern, Eastern, Midwestern, and Southwestern regions of the United States and bring to the Committee a variety of perspectives regarding the issues before the Committee. A list of the names and business addresses of the members is given in Appendix A.

Meetings and Activities

The Committee is required to meet not less than four times each year with advance approval of the Commissioner of Education or his designee, generally the Program Delegate to the Committee. Also, all sessions are open to the public. Public notice of all meetings appears in the Federal Register. In addition to this notice, prior to each meeting an announcement is sent to almost 500 organizations, institutions, foundations, and individuals with a history of involvement on behalf of Black Americans in general and Blacks in higher education in particular.

Calendar year 1978 was an especially active year for the Committee when six two-day meetings were held. Following is a list of the dates and locations of the meetings.

February 13 & 14, 1978
Shoreham Americana Hotel
2500 Calvert Street, N.W.
Washington, D.C.

April 10 & 11, 1978
Capitol Hilton Hotel
16th & K Streets, N.W.
Washington, D.C.

June 12 & 13, 1978
Kilimanjaro Hall
Harambee House Hotel
2225 Georgia Avenue, N.W.
Washington, D.C.

August 3 & 4, 1978
Education Division Conference Center
Federal Office Building No. 6
400 Maryland Avenue, S.W.
Washington, D.C.

September 11 & 12, 1978
Vivian Wilson Henderson Center
Clark College
650 Fair Street, S.W.
Atlanta, Georgia

December 4 & 5, 1978
Kilimanjaro Hall
Harambee House Hotel
2225 Georgia Avenue, N.W.
Washington, D.C.

During the year the Committee addressed itself to a number of issues and felt that the urgency of some of the issues was such that its immediate input was necessary. Therefore, recommendations were forwarded at critical times during the year rather than held for the final report.

These issues were:

(1) extension of the life of the Committee to afford it two full years of operation.

(2) necessity for sufficient staff and financial resources to carry out its work.

(3) tuition tax credits for middle income families.

(4) proposed Department of Education.

(5) closing date for applications for the Developing Institutions Program.

(6) Revised regulations for the Developing Institutions Program.

(7) recognition and encouragement of the Adams States which were negotiating in good faith.

(8) proposed technical amendments to the BEOG's regulations.

The Committee's views on each of the above issues were made known in correspondence to the Secretary, the Assistant Secretary for Education, the Commissioner of Education, or to the appropriate program administrator. Copies of the letters and the responses are shown in Appendix F.

Although this report chronicles events of the Committee in calendar year 1978, it was prepared in 1979 against the combined factors of some negative media coverage of the historically Black colleges and universities (HBC's),[1/] which questioned their viability and raison d'etre, and President Carter's directive to all federal department and agency heads directing them to join him in meeting the objective to strengthen the historically Black colleges. The President's directive noted that "The

1)See Appendix D for list of HBC's.

continuing importance of historically black colleges and universities, not only to students but also to this Nation's social, economic and educational life, cannot be over estimated" and stated that his Administration is committed to enhancing their strength and prosperity.

Summary of Committee's Discussions and Special Activities

During 1978, a significant amount of the Committee's time was spent in developing its Plan of Action and securing the staff and financial resources necessary to respond to its Charter. Issues and needs had to be defined at the outset since there was a high degree of misinformation circulating about the participation of Blacks in higher education and the Black colleges and Universities.

The Committee undertook its mandate by planning for the production of research reports and analyses of data which would substantiate the recommendations they planned to make. Its intention was to become more than a talking group and therefore engaged in substantive activities which would form a base for the future recommendations. It was for that reason that adequate staffing was so critical to its work, and the delays in receiving both the staff and financial resources hindered these activities. The following chronology of the staffing of the Committee is essential to an understanding of the framework within which the Committee has been operating since its inception:

12/22/76	Committee established by HEW Secretary Matthews
05/31/77	Program Delegate to Committee appointed
06/21/77	Notice of Establishment of Committee published in Federal Register.
08/77	Temporary secretarial support provided
09/12-14/77	First meeting of Committee
11/28-29/77	Second meeting of Committee
02/13-14/78	Third meeting of Committee
03/26/78	One research staff member on board
04/10-11/78	Fourth meeting of Committee

06/04/78	Part-time typist hired
06/12-13/78	Fifth meeting of Committee
08/01/78	Administrative staff member on board
08/3-4/78	Sixth (Special) meeting of Committee called by Commissioner Boyer
08/14/78	Second research staff member on board
09/11-12/78	Seventh meeting of Committee (Atlanta, Georgia)
11/28/78	Request for financial and personnel resources approved by Commissioner Boyer
12/4-5/78	Eighth meeting of Committee
12/22/78	Committee Charter extended one year

A full-time secretary for the Committee, a third research staff member, and three graduate student assistants were added to the staff during January and February of 1979. Despite this lack of staff and financial resources, 1978 witnessed an increase in activities over 1977, although still not up to the necessary capacity, given the Committee's mandate and time frame. During the year the Committee became especially concerned over a number of issues which surfaced. It felt that the impact of several proposed programmatic changes would adversely affect Blacks in higher education and the historically Black colleges and universities. Such factors as new regulations for the Federal student financial aid programs and operation of the Developing Institutions Program caused considerable anxiety. The Committee made a strenuous effort for consideration and understanding of the unique problems faced by students from low-income families and for the colleges and universities with high proportions of such students in their schools. It was also distressed over the plethora of adverse media coverage of the health and viability of the historically Black colleges and universities, and the designation of many of them as "institutions in distress" as a result of the government's campaign to address the National

problem of high default rates in the student loan programs and the campaign to eliminate fraud and abuse in handling of Federal monies. The Committee went on record as not being indifferent to the problem of loan collection and recommended that the Department of Health, Education, and Welfare improve the operation of its Departmental Assistance Financing System so as to assist institutions in tracking monies for specific programs and to prevent institutions from becoming the victim in a contractual relationship between the students and the Federal Government.

The Committee felt that efforts by the Department of HEW to reduce the default rate for student loans and to eliminate fraud and abuse in the management of Federal funds were reported in the press in such a way as to indicate that this was largely a Black college problem. The Committee viewed this matter as so problematical that following a meeting with the Secretary of HEW, it requested that he make certain that "in future directives or statements from HEW, a more positive portrayal should be presented regarding Black colleges" (see letter dated September 12, 1978 in Appendix F). The Committee concurred with the Department that "there should be no fraud or abuse in the management of Federal funds and that the institutions serving as stewards of these monies should make every effort to develop sound fiscal and administrative procedures." Other related pressures evolved from changes in the computer reviews of the BEOG applications which resulted in a number of students being deemed ineligible. It is thought that some who were genuinely eligible may have been penalized for problems encountered in completing the form. This situation seems to have contributed to drops in enrollment in a number of HBC's.

In order to gain complete information on many of the above issues, the Committee invited a number of high level personnel from the Executive and Legislative branches of the Federal Government to speak to current and proposed legislative and policy matters, directed its staff to prepare extensive background papers, and heard testimony from college administrators and representatives of educational and community groups.

The Committee was especially pleased by the public interest in its activities as exemplified by the impressive public attendance at its meetings, the mounting number of requests for copies of its first and forthcoming reports, public participation, and valuable insights expressed by the wider higher education community. Individuals representing various types of institutions of higher education, educational associations, foundations, civil rights groups, government, and the general public were in attendance at the meetings. Representatives of some of these groups made valuable contributions to the discussion and some submitted formal statements for consideration by the Committee.

The Committee continues to be concerned about the dearth of data from which concrete conclusions may be drawn and on which recommendations could be formulated and the handicap of not having a clear overall Federal education policy to which it could relate its policy recommendations for Black Americans.

The lack of a Federal policy for support of HBC's or for dealing with their special circumstances was also cause for considerable concern. The special meeting called by Commissioner of Education Boyer in August 1978 was designated as a forum whereby Department officials could outline the status

and plans for selected higher education programs especially pertinent to the Committee's Charter and then receive recommendations from the Committee. Four areas were specified for discussion (1) proposed regulations for Student Financial Assistance Programs, (2) proposed regulations for the Developing Institutions Program, (3) proposed reauthorization of higher education legislation, and (4) the existence or formation of a comprehensive Federal policy on the higher education of Black Americans and the historically Black colleges and universities.

The Committee's recommendations on each of these areas were made known informally as the discussions unfolded, and formal recommendations were submitted later in the year and in the early part of 1979 after considerable deliberation (see section on Recommendations).

The September meeting of the Committee was designated as a forum where specific public comment could be received from constituent groups and individuals operating within the higher education and larger communities. This meeting was held at Clark College in Atlanta, Georgia, for the purpose of drawing participation from a number of institutions and individuals affected by the Committee's work.

A number of crucial issues were discussed. Among them were: testing; graduate and professional training; student and institutional perspectives on the Student Financial Assistance and Title III Programs; desegregation as mandated under Adams v. Califano; and Blacks on predominantly white campuses.

This particular meeting evidenced the highest attendance of all the 1978 meetings and provided an exchange of discussion between the Committee members and other representatives from higher education institutions and community organizations.

Research Reports in Progress

Since the 12 specific areas in the Committee's Charter cover a wide spectrum of concern, the Committee found it necessary to examine the broad areas of review, outline its priorities, and plot out a time schedule. Following the recommendations of several working groups of members, the decision was made to focus on five broad areas and to subsume the 12 more detailed areas in the Charter under this lesser number. These five broader areas and the Charter areas which they encompass are: Access (increasing participation); Opportunities for Success (quality improvements); Opportunity/Options (institutional diversity); National Program Objectives and System Supports; and a 25 - Year Plan for the improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education. (See Plan of Action)

In order to formulate its recommendations from a sound base, the Committee requested completion of a number of research reports. The findings of these reports will be summarized in the Final Report of the Committee. Because of the short life of the Committee, the decision was made to supplement the staff developed reports with commissioned works in order to more fully respond to the Charter. The first report, "Access of Black Americans to Higher Education: How Open is the Door?," has been published. With the exception of several minor points, this report was virtually completed in 1978, but was not approved for publication until the March 1979 meeting. It has now been made available to the general public as well as to the Department of HEW and the Office of Education officials.

A second report, near completion, on diversity in American higher education, addresses the goal of institutional health and diversity -- the direct complement of the universal goal of access -- and explores the uniqueness of the historically Black colleges and universities and the special role they fulfill in the Nation's diverse system of higher education.

PLAN OF ACTION

Early in 1978 the Committee adopted a conceptual framework for accomplishing its goals and objectives. Priorities were set, and a timetable was established contingent upon extension of its Charter and receipt of requested financial and staff resources. The life of the Committee was extended through renewal of the Charter, which was signed on December 22, 1978, the end of the calendar year to which this report refers. Additional resources were provided, however, this was accomplished late in the year. Hence, the Committee must now either revise its timetable, eliminate some of the planned reports, or limit the depth and analysis of studies it had planned to undertake.

The Plan lays out five major goals which incorporate the twelve areas of the Committee's Charter. The first four goals, and their corresponding objectives, will result in interim reports which will provide the background to "support the deliberations of the Committee, as well as the postulation of sound recommendations regarding Federal policy considerations..."* The fifth goal encompasses two objectives. First, based on the interim background reports, the Committee will develop its recommendations and advice related to the areas in the Charter. Second, it will prepare a preliminary framework for the 25-Year Plan and mechanisms to

*March 3, 1978 Memorandum from Nolen M. Ellison to the Members of the National Advisory Committee, Subject: Proposed 1978 Work Plan Discussion Paper.

facilitate modification of that Plan, as situations dictate, as well as mechanisms for evaluating progress based on stated goals and objectives within the 25-Year Plan. These efforts will result in the final report of the Committee and will provide the Secretary of HEW, the Assistant Secretary for Education, and the Commissioner of Education with the advice and recommendations regarding all approaches to the higher education of Black Americans as well as the needs of historically Black colleges and universities, as noted in its Charter. The fifth and sixth objectives, out of necessity, constitute the fifth priority since the first four goals/objectives must be reached before the fifth goal can be completed.

These goals and their corresponding objectives follow.

GOAL I. Access (Increasing Participation)

A. Review and identification of the several courses of action necessary to raise substantially the participation of Blacks in all forms of productive postsecondary education. (Charter area #1)

B. Developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs. (Charter area #10)

Objective No. 1

To complete the analysis of and prepare a report with recommendations on the problems of access to higher education related to Black American participation.

GOAL II. Opportunities for Success (Quality Improvements)

A. Developing recommendations related to program alternatives which are sensitive and responsive to the special needs, requirements and aspirations of Black youths. (Charter area #2)

B. Review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate and professional school levels. (Charter area #9)

Objective No. 2

To complete the analysis of and prepare a report with recommendations on current programs supported by the Federal Government which are intended to assure successful experiences of Black students in institutions of higher education.

GOAL III. Opportunity/Options (Institutional Diversity)

A. Make recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally. (Charter area #3)

B. Make recommendations related to the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of Blacks. (Charter area #8)

Objective No. 3

To analyze issues related to diversity in American higher education with specific focus on the uniqueness of America's historically Black colleges with recommendations requiring National and State actions.

GOAL IV. National Program Objectives and System Supports

Make recommendations regarding:

A. the development of a research system base capable of supporting ongoing inquiry in the area of equity, the expansion of existing research, and the commissioning of original empirical research on topics germane to the Advisory Committee's charge. (Charter area #4)

B. the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels. (Charter area #5)

C. the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of Blacks in higher education. (Charter area #6)

D. the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for Blacks and improve access for larger numbers of Blacks in higher education. (Charter area #7)

E. the assessment of the resultant implementation of policy decisions and recommendations. (Charter area #12)

Objective No. 4

To analyze the current gaps in the Nation's planning, research and evaluation support systems related to ongoing support of sound national programming and public policy decision-making related to Black Americans in higher education and Black college needs.

GOAL V. Development of a 25-Year Plan Related to Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education

The analytical work considered by the Committee, as well as the policy recommendations, will contribute to the development of a 25-Year Plan of Advancement for increasing the quality of Black higher education and the numbers of Blacks able to participate successfully in institutions of higher learning and in the broader American Society. (Charter area #11)

Objective No. 5

To prepare such analytical reports, recommendations and periodic reports capable of satisfying the achievement of the stated goals and objectives established for the Committee.

Objective No. 6

To prepare a preliminary framework for the 25-Year Plan designed to assure full participation and success of institutions serving the needs of Black Americans.

RECOMMENDATIONS

The Committee's Charter requires submission of an annual report, however it also states that "Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year."

In 1978 a number of ongoing activities in the Federal government required input by the Committee due to the impact of those actions on Blacks in higher education and/or Black colleges and universities. Further, the Committee spent time trying to secure the necessary personnel and financial resources required to conduct its work as outlined in the Charter, as well as extending the Charter, due to the late start-up of the Committee and the loss of time without appropriate staffing and financial resources.

Beyond the issues related to the Committee's resources, the following summary is provided of letters of recommendation sent forward during 1978 (the full text of each letter is in Appendix F):

Date	To	Subject
02/03/78	Honorable Joseph A. Califano, Jr.	Recommended extension of Committee Charter to allow for two full years of operation with adequate resources.
02/16/78	Dr. Ernest L. Boyer	Stressed need for personnel and financial resources.
03/07/78	Honorable Joseph A. Califano, Jr.	Recommended encouragement to Adams States negotiating in good faith and developing acceptable plans to assist in the development of new programs, facilities, and other improvements in historically Black colleges.

04/11/78	Dr. Ernest L. Boyer	Impact of delay in setting a closing date for accepting applications and making awards under the Basic Institutional Development Program (HEA Title III). Recommended continued use of existing procedures.
04/11/78	Honorable Joseph A. Califano, Jr.	Concerns regarding the impact of the proposed Department of Education on Black Americans, equality of educational opportunity, and civil rights activities, such as affirmative action and desegregation. Recommended the development of a comprehensive national policy to guarantee, and vigorously implement, a program to advance equal educational opportunity whether or not a new Department of Education is established.
04/11/78	Honorable Joseph A. Califano, Jr.	Opposition to tuition tax credits, support of Administration's proposal to revise family income ceilings of present programs to respond to impact of inflation, and opposition to any diminution of current student financial aid funds.
05/03/78	Honorable Joseph A. Califano, Jr.	Requested response to 02/03/78 letter asking for extension of Charter.

06/14/78	Mr. William Moran	Recommended changes to proposed technical amendments to Basic Educational Opportunity Grant Regulations.
09/12/78	Honorable Joseph A. Califano, Jr.	General recommendations regarding the historically Black colleges, including long term support by the Department, use of factual base regarding these institutions, increased sensitivity and support in the development of policies, support to institutions to increase access and retention of Black students, and a more positive portrayal of these institutions in future directives or statements.
10/17/78	Dr. Ernest L. Boyer	Requested approval and implementation of needed financial and personnel resources.
12/28/78	Dr. Anita F. Allen	Recommendations on changes to the proposed regulations for the Strengthening Developing Institutions Program (HEA Title III) to prevent an adverse impact of such regulations on the historically Black colleges.

While responses were only received to some of the Committee's letters of recommendation,* other actions occurred which reflect that the Committee's involvement on certain issues, along with that of other groups, affected the outcomes. For example, by the end of 1978, the Committee had received

*See Appendix F.2 for copies of correspondence responding to Committee's recommendations.

a commitment for full staffing and requested financial resources as well as an extension of the Charter through December 22, 1979. Although yet another year of the Charter had elapsed without adequate staffing and resources, this was a step in the right direction.

The issue of the position of civil rights activities in a new Department of Education has been under considerable discussion even though the proposed Department was not established in 1978. Even as this report was being prepared, the response to this issue has became the one which will potentially tip the scale for or against the bill.

Opposition from the Committee and other groups to the tuition tax credits was so great that this bill was also defeated in 1978 and the Administration's solution to the impact of inflation on middle income students was accepted.

The Committee's concern regarding Title III, Basic Institutional Development Grant awards and scheduling was partially addressed by Commissioner Boyer in a committment to expedite grant negotiations and delivery of funds to affected institutions.

The concerns brought out by the Committee in their August meeting, as well as a subsequent meeting of Black college presidents and President Carter, gained a response in that President Carter issued a government-wide directive to assist in greater participation of the HBC's in Federal programs where they have been seriously underrepresented. In addition, many of the public statements made by some of the high level officials began to reflect increased sensitivity to these institutions.

Some of the Committee's recommendations on the Title III, Strenthening Developing Institutions regulations were considered and certain changes were made in the regulations.

Issues related to methods of providing financial support to institutions in the Adams states are still unresolved. Also unresolved is the issue of administrative costs allowances in student financial aid programs. The Committee feels that such allowances are absolutely critical to the HBC's since they enroll a large number of low-income students who receive financial aid and the cost of administering these programs is inordinately high.

The Committee will continue to recommend actions, as mandated in its Charter, that the Federal Government can take to enhance the participation of Black Americans in higher education and Black colleges and universities.

APPENDIXES

ADVISORY COMMITTEE MEMBERS

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

Dr. Elias Blake, Chairperson
President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Laura Bornholdt
Vice President for Education
The Lilly Endowment, Inc.
2801 North Meridian Street
Indianapolis, Indiana 46208

Dr. William C. Brown
Director
Institute for Higher Educational Opportunity
Southern Regional Education Board
130 6th Street, N.W.
Atlanta, Georgia 30313

Dr. Nolen M. Ellison
District Chancellor
Cuyahoga Community College
Cleveland, Ohio 44115

Dr. Luther H. Foster
President
Tuskegee Institute
Tuskegee Institute, Alabama 36088

Dr. Andrew Goodrich
Director, Educational Assistance Program
Box 4383
University of Illinois at Chicago Circle
Chicago, Illinois 60680

Dr. Bertha G. Holliday
Assistant Professor
George Peabody College
Campus Box 319
Nashville, Tennessee 37203

Dr. Charles A. Lyons
Chancellor
Fayetteville State University
Fayetteville, North Carolina 28301

Dr. Paul W. Murrill
Chancellor
Louisiana State University at Baton Rouge
Baton Rouge, Louisiana 70803

Dr. Henry Ponder
President
Benedict College
Columbia, South Carolina 29204

Dr. Gloria Scott
Vice President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Herman B. Smith, Jr.
Chancellor
The University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

Mrs. Cecile M. Springer*
Director, Contributions & Community Affairs
Westinghouse Electric Corporation
Westinghouse Building
Gateway Center
Pittsburgh, Pennsylvania 15222

Dr. Kenneth Tollett
Director
Institute for the Study of Educational Policy
Howard University - Dunbarton Campus
Washington, D.C. 20008

Dr. E. T. York*
Chancellor
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32304

(One Vacancy)

*Mrs. Cecile M. Springer was appointed March 1979 and the term of Dr. E. T. York expired March 1979.

APPENDIX B

COMMITTEE STAFF

Program Delegate

Carol J. Smith

Consultants

Alfred L. Cooke
Linda J. Lambert
Glenda Partee-Scott

Support Staff

Linda E. Byrd
Sheila Y. Burris
Mae H. Carter
Sanza Clark
Patricia S. Lucas
Jacqueline Meadows
Mary L. Nails
Jo Ann Phillips
Charlotte Thompson

APPENDIX C
Committee Charter

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Committee shall examine all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular shall advise and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee shall consist of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years. The Secretary shall designate one of the fifteen (15) members as the Chairperson. Members shall be persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services shall be provided by the Delegate to the Committee appointed by the Deputy Commissioner for Higher and Continuing Education.

MEETINGS

The Committee shall meet not less than four times each year with the advance approval of the Commissioner or his designee. The Commissioner or his designee shall approve the agenda for each meeting. Meetings shall be open to the public except as may be determined otherwise by the Commissioner. Public notice shall be made of all Committee meetings. A Federal official shall be present at all meetings. Meetings shall be conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government shall be entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is $60,000. Estimated person-years of staff support is five at an annual cost of $75,000.

REPORTS

The Committee shall submit to the Congress on or before June 30 of each year an annual report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

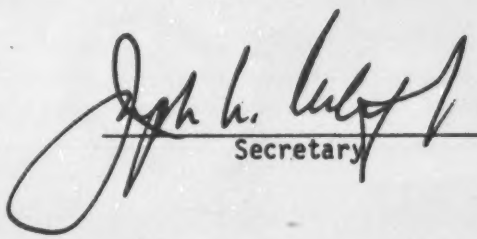
Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate December 22, 1979.

APPROVED:

DEC 7 1978
Date



Secretary

APPENDIX D

102 Historically Black Colleges (which are still predominantly Black) by Region*
(as of Fall 1977)

	Level/Highest Offering[1]	Control
Northeast		
Pennsylvania (2)		
Cheyney State College, Cheyney	M	Public
Lincoln University, Lincoln University	B	Public
North Central		
Ohio (2)		
Central State University, Wilberforce	B	Public
Wilberforce University, Wilberforce	B	Private
South		
Alabama (13)		
Alabama A&M University, Normal	M+	Public
Alabama Lutheran Academy and College, Selma	2	Private
Alabama State University, Montgomery	M+	Public
Daniel Payne College, Birmingham	B	Private
Lawson State Community College, Birmingham	2	Public
Lomax-Hannon Junior College, Greenville	2	Private
Miles College, Birmingham	B,P	Private
Oakwood College, Huntsville	B	Private
S.D. Bishop State Junior College, Mobile	2	Public
Selma University, Selma	B	Private
Stillman College, Tuscaloosa	B	Private
Talladega College, Talladega	B	Private
Tuskegee Institute, Tuskegee Institute	M,P	Private
Arkansas (4)		
Arkansas Baptist College, Little Rock	B	Private
Philander Smith College, Little Rock	B	Private
Shorter College, Little Rock	2	Private
University of Arkansas at Pine Bluff, Pine Bluff	B	Public
Delaware (1)		
Delaware State College, Dover	B	Public
District of Columbia (2)		
D.C. Teachers College (Now part of UDC), Washington, D.C.	B	Public
Howard University, Washington, D.C.	P,D	Private

	Level/Highest Offering[1]	Control
South (cont.)		
Florida (4)		
Bethune-Cookman College, Daytona Beach	B	Private
Edward Waters College, Jacksonville	B	Private
Florida A&M University, Tallahassee	M	Public
Florida Memorial College, Miami	B	Private
Georgia (10)		
Albany State College, Albany	B	Public
Atlanta University, Atlanta	D	Private
Clark College, Atlanta	B	Private
Fort Valley State College, Fort Valley	M	Public
Interdenominational Theological Center, Atlanta	P,D	Private
Morehouse College, Atlanta	B	Private
Morris Brown College, Atlanta	B	Private
Paine College, Augusta	B	Private
Savannah State College, Savannah	M	Public
Spelman College, Atlanta	B	Private
Kentucky (1)		
Kentucky State University, Frankfort	M	Public
Louisiana (6)		
Dillard University, New Orleans	B	Private
Grambling State University, Grambling	M	Public
Southern University A&M College, Baton Rouge	M,P	Public
Southern University in New Orleans, New Orleans	B	Public
Southern University Shreveport-Bossier, Shreveport	2	Public
Xavier University of Louisiana, New Orleans	M	Private
Maryland (4)		
Bowie State College, Bowie	M	Public
Coppin State College, Baltimore	M	Public
Morgan State University, Baltimore	M	Public
University of Maryland-Eastern Shore, Princess Anne	B	Public
Mississippi (7)		
Alcorn State University, Lorman	M	Public
Coahoma Junior College, Clarksdale	2	Public
Jackson State University, Jackson	M+	Public
Mary Holmes College, West Point	2	Private
Mississippi Industrial College, Holly Springs	B	Private
Mississippi Valley State University, Itta Bena	M	Public

	Level/Highest Offering[1/]	Control
South (cont.)		
Mississippi (cont.)		
Natchez Junior College, Natchez	2	Private
Prentiss Normal and Industrial Institute, Prentiss	2	Private
Rust College, Holly Springs	B	Private
Tougaloo College, Tougaloo	B	Private
Utica Junior College, Utica	2	Public
North Carolina (11)		
Barber-Scotia College, Concord	B	Private
Bennett College, Columbia	B	Private
Elizabeth City State University, Elizabeth City	B	Public
Fayetteville State University, Fayetteville	B	Public
Johnson C. Smith University, Charlotte	B	Private
Livingstone College, Salisbury	B,P	Private
North Carolina A&T State University, Greensboro	M+	Public
North Carolina Central University, Durham	M,P	Public
Shaw University, Raleigh	B	Private
St. Augustine's College, Raleigh	B	Private
Winston-Salem State University, Winston Salem	B	Public
Oklahoma (1)		
Langston University, Langston	B	Public
South Carolina (8)		
Allen University, Columbia	B	Private
Benedict College, Columbia	B	Private
Claflin College, Orangeburg	B	Private
Clinton Junior College, Rock Hill	2	Private
Friendship Junior College, Rock Hill	2	Private
Morris College, Sumter	B	Private
South Carolina State College, Orangeburg	M	Public
Voorhees College, Denmark	B	Private
Tennessee (7)		
Fisk University, Nashville	M	Private
Knoxville College, Knoxville	B	Private
Lane College, Jackson	B	Private
LeMoyne Owen College, Memphis	B	Private
Meharry Medical College, Nashville	P,D	Private
Morristown College, Morristown	2	Private
Tennessee State University, Nashville	M+	Public

	Level/Highest Offering[1]	Control
South (cont.)		
Texas (9)		
Bishop College, Dallas	B	Private
Huston-Tillotson College, Austin	B	Private
Jarvis Christian College, Hawkins	B	Private
Paul Quinn College, Waco	B	Private
Prairie View A&M University, Prairie View	M+	Public
Southwestern Christian College, Terrell	2	Private
Texas College, Tyler	B	Private
Texas Southern University, Houston	P,D	Public
Wiley College, Marshall	B	Private
Virginia (6)		
Hampton Institute, Hampton	M	Private
Norfolk State College, Norfolk	M	Public
St. Paul's College, Lawrenceville	B	Private
Virginia College, Lynchburg	2	Private
Virginia State College, Petersburg	M	Public
Virginia Union University, Richmond	P	Private
West		
NONE		

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[1] 2 = 2 but less than 4 years

B = 4 or 5 year Baccalaureate

P = First Professional

M = Master's

M+ = Beyond Master's but less than Doctorate

D = Doctorate

* This listing of HBC's only includes those institutions that are still predominantly Black and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/ Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and Lincoln University (MO) which are historically Black institutions but are currently (as of Fall 1976 data) predominantly white and not included in the data analyses done for the Committee reports.

APPENDIX E

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC'S)
(as of Fall 1977)

REGION	LEVEL[1/]	CONTROL
NORTHEAST		
Massachusetts (1)		
Roxbury Community College, Roxbury	2	Public
New Jersey (1)		
Essex County College, Newark	2	Public
New York (5)		
City University of New York-Medgar Evers, New York	4	Public
College for Human Services, New York	2	Private
Collegiate Institute, New York	2	Private
Interboro Institute, New York	2	Private
Taylor Business Institute, New York	2	Private
Pennsylvania (1)		
Community College of Philadelphia, Philadelphia	2	Public
NORTH CENTRAL		
Illinois (8)		
Central YMCA Community College, Chicago	2	Private
Chicago State University, Chicago	4	Public
City Colleges of Chicago, Chicago		
Kennedy-King	2	Public
Loop	2	Public
Malcolm X	2	Public
Olive-Harvey	2	Public
Daniel Hale Williams University, Chicago	4	Private
State Community College, East St. Louis	2	Public
Michigan (5)		
Detroit Institute of Technology, Detroit	4	Private
Highland Park Community College, Detroit	2	Public
Lewis Business College, Detroit	2	Private
Shaw College at Detroit, Detroit	4	Private
Wayne County Community College, Detroit	2	Public
Missouri (2)		
Harris Teachers College, St. Louis	4	Public
St. Louis Community College - Forest Park, St. Louis	2	Public

APPENDIX E CONTINUED

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC'S)
(as of Fall 1977)

REGION	LEVEL[1/]	CONTROL
NORTH CENTRAL CONT.		
Ohio (2)		
Cuyahoga Community College-Metro Campus, Cleveland	2	Public
Payne Theological Seminary, Wilberforce	2	Private
SOUTH		
District of Columbia (3)		
Federal City College,* Washington, D.C.	4	Public
Strayer College, Washington, D.C.	4	Private
Washington Technical Institute,* Washington, D.C.	4	Public
Georgia (1)		
Atlanta Junior College, Atlanta	2	Public
Maryland (2)		
Bay College of Maryland, Baltimore	2	Private
Community College of Baltimore, Baltimore	2	Public
Mississippi (1)		
Ministerial Institute and College, West Point	2	Private
North Carolina (2)		
Durham College, Durham	2	Private
Roanoke-Chowan Technical Institute, Ahoskie	2	Public
South Carolina (2)		
Beaufort Technical Education Center, Beaufort	2	Public
Trident Technical College, Palmer	2	Public
Tennessee (2)		
American Baptist Theological Seminary, Nashville	4	Private
Shelby State Community College, Memphis	2	Public
WEST		
California (3)		
Compton College, Compton	2	Public
Los Angeles Southwest College, Los Angeles	2	Public
Nairobi College, East Palo Alto	2	Private
OUTLYING AREAS		
Virgin Islands (1)		
College of the Virgin Islands, St. Thomas	4	Public

APPENDIX E CONTINUED

1/ 2 = 2 year/Community Colleges/Technical Institutes
4 = 4 year Colleges

* As of Fall 1977 became a part of the University of the District of Columbia, which also includes D.C. Teachers College, an HBC.

DESIGNATION AS A NPBC IS BASED ON TOTAL AND FULL-TIME ENROLLMENT BEING GREATER THAN 50% BLACK IN FALL 1976.

APPENDIX F
Copies of Official Committee Correspondence

APPENDIX F.1

Correspondence from Committee to HEW Secretary,
Commissioner of Education, etc.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

February 3, 1978

The Honorable Joseph Califano
Secretary of Health Education and Welfare
Hubert Humphrey Building
Washington, D.C. 20201

Dear Secretary Califano:

A matter of some importance needs to be addressed for the National Advisory Committee on Black Higher Education and Black Colleges and Universities. The charter of the commission expires on December 31, 1978, a little over a year after the first meeting of the committee on September 9, 1977. For the committee to make a significant contribution to the advancement of higher education opportunity, its life should be extended to the two years of working life in the charter.

We are recommending that the ending date in the charter be set back to December, 1979. Due to a variety of problems related to adequate staffing, the committee will soon be able to be more effective. The Commissioner of Education has been supportive and the problems are now clearing up. The added year would enable us, with adequate staff, to make a significant contribution to the policy dialogues about policies and programs for the higher education of black Americans.

I trust you will agree with us that we need the two-year life and amend the charter to December 31, 1979.

On another matter, we will be asking for briefings on pending policy matters in higher education from appropriate officials at the level of your office and the Office of Civil Rights. Should these matters come to your attention, we would like your support in our having access to these officials. At our last meeting, we had briefings from a member of the White House staff that was most helpful to us. It was clear however, that we also needed similar briefings from officials closer to the "line" in terms of the operations of existing programs. Our goal is simply to be certain we are focusing on the most relevant areas in terms of the federal role in advancing higher education opportunity. We do not desire to spend duplication time in dealing with policy issues that have been thoroughly covered already within government.

I have watched with great interest and admiration the stance of HEW on the desegration plans of the "Adams" states. I am very glad to see some "real" negotations going on in this administration.

Sincerely yours,

Elias Blake, Jr.
Chairman
National Advisory Committee
on Black Higher Education

/ds

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

February 16, 1978

Dr. Ernest Boyer
Commissioner
United States Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Ernie:

This letter is a follow-up to the extremely fruitful series of meeting with you, Dick Whitford and Bill Pierce; let me restate the problem:

The National Advisory Committee on Blacks in Higher Education and Black Colleges and Universities has met three times and developed a great deal of sensitivity to the fact that it cannot meet the obligations of its charter without any full-time staff assigned to it. We are under increasing public scrutiny as to our effectiveness and credibility.

The committee is charged with advising the Secretary of Health, Education and Welfare, Assistant Secretary of Education and the Commissioner of Education:

-- On courses of action to raise the participation level of
-- blacks in post-secondary education, including access, retention, graduation at the undergraduate level and graduate and professional school level.

-- Evaluation of the impact of existing federal, regional or state efforts as well as currently developing efforts and policies on the advancement of blacks in post-secondary education.

-- Develop recommendations on policies which can best ensure the healthy development of black colleges and other institutions with the heaviest concentrations of blacks.

-- Develop a 25-year plan for increasing the quality of black higher education and numbers of blacks completing higher education.

In the period since our first meeting in September of 1977, a great many policy issues related to our charter are in motion, student financial aid policies, desegregation in higher education, a new department of education, the reauthorization process for Title III developing institutions, the nature and frequency of appropriate surveys of the racial composition of colleges, and the potential impact of the Bakke case on affirmative action. Without staff, we cannot possibly develop the required patterns of interaction with the variety of sources of information in the executive and legislative branches that would enable us to carry out the charter related to monitoring the impact of federal policies. We want to make judgements about recommendations and advice on these issues from the unique perspective of the independent advisory committee. This work must be done regularly and routinely and synthesized for us or we cannot be effective in keeping up with rather fast moving developments.

In addition to the current policy and program developments, we are charged with trying to take a longer term more reflective look at what policies, practices and programs should evolve over the period between now and the year 2000 to maximize the participation of blacks in higher education. This will require a significant amount of analysis of current trends in post-secondary participation, future population and other demographic trehds. We have begun to accumulate a significant amount of knowledge on these things and there is more to be done.

We are aiming for a major definitive report at the end of our short existence that we hope will have a major impact on federal and state policy planning in the area of equal opportunity in higher education.

At the present time, we do not have a single full-time staff person. Our program delegate has done an excellent job (Carol Smith from the Bureau of Higher and Continuing Education). She has other responsibilities, however, which she cannot relinquish. Our charter projected five (5) full-time staff persons and a budget of $175,000 a year. We have a budget of $50,000 with all but $12,000 or so used up in the four required meetings of the committee plus other meetings of subgroups.

We need the following:

1. A senior level Research Associate knowledgeable about blacks in higher education and the policy making process in the Federal sector. Bill Pierce discussed some of the GS 14 or 15 level persons coming in from the regions. If there is someone first rate that would help, this could be done.

2. Research Associate - a young woman, Linda Lambert, is in the process of being brought on board as a result of the responses of Al Moye and Len Spearman. This should be expedited; she is first rate.

3. Program Assistant

4. Secretarial help.

The descriptions of what we want to do will define the staff responsibilities. With the key people in place, we can meet our first responsibility, a March 15, 1978 report, as required by our charter. I trust we can move quickly on these matters. The committee feels a great deal of pressure about its responsibilities in this critical and highly sensitive area. The committee is expected to be a major source of advice and counsel by these strongly supportive of equal opportunity. We know how much you share our concerns and your commitments.

I appreciate your directives and the postive reactions of Dick Whitford and Bill Pierce. I will keep in close touch with them to bring this to a good conclusion.

Sincerely yours,

Elias Blake, Jr.
Chairman
National Advisory Committee on
Blacks in Higher Education and
Black Colleges and Universities

/d

cc: Mr. Richard Whitford
Mr. William Pierce
Mr. Alfred Moye
Mr. Leonard Spearman

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

March 7, 1978

Honorable Joseph A. Califano, Jr.
Secretary
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

The National Advisory Committee on Black Higher Education and Black Colleges and Universities has a deep and continuing interest in the current negotiations between the Office for Civil Rights of Health, Education and Welfare and the States included within the court order of Judge Pratt in the Adams v. Califano case. The Committee would like to suggest that serious consideration be given to some positive recognition of those States negotiating in good faith and developing acceptable plans.

One approach is to give some priority in the allocation of discretionary funds or in the consideration of competitive grants or contracts. In no way should such an approach relieve a State of its primary responsibility to assume the costs of the requirements of their plans.

It would, however, considerably strengthen HEW's negotiating posture if some portion of the new costs were born by the government. This is most important in the case of the historically Black colleges and universities. We feel HEW's pressures for specific commitments of new programs, facilities and other improvements for these institutions are absolutely essential.

Clearly, in past decades, patterns of Federal funding in facilities, research and development and in a variety of areas have contributed to the problems now being attacked. It is, then, an excellent Federal policy to look for ways to encourage States to go further and faster than they otherwise might do with the stimulus of special recognition by the Federal Government.

The committee in no way suggests the above actions as an alternative to the vigorous and prompt enforcements of the rights of Black citizens. It is rather a companion approach that could be helpful as this process of enforcement unfolds over the next decade.

Sincerely,

Elias Blake, Jr.
Chairperson
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

APR 11 1978

Dr. Ernest L. Boyer
Commissioner of Education
U.S. Office of Education
Washington, D.C. 20202

Dear Ernie:

The National Advisory Committee on Black Higher Education and Black Colleges and Universities is terribly disturbed by the problems which have been created by the delay in setting a closing date for applications and in turn for making awards to Developing Institutions in the Basic Institutional Development Program.

The normal application dates have been in November and grant awards were usually made in April. At our February 1978 meeting it was clear that the earliest closing date for application submission would be in May 1978. The proposal submission and grant award process beginning in May for the academic year starting in late August 1978 will cause great programmatic disruptions in the colleges. By May colleges should have been able to determine their program prospects and their personnel and other needs for the fall. The human impact and the financial hardships on the institutions will be severe.

In developing institutions in gereral and in historically Black colleges in particular, an untenable and impossible situation is fast approaching. Current grant funds at many institutions expire on June 30, 1978. Even where grant awards end in July and August, the funds were in most cases for the period July 1, 1977 to June 30, 1978. There will be grave problems in many schools where no funds exist for supporting program costs in the period between June 30 and September or October when it is projected the awards will be made.

No ways exist for maintaining program costs or phasing down program costs in an orderly manner in the absence of timely award commitments. Great damage may be done to previously developed program initiatives because of these difficult circumstances. Under these circumstances some schools will lose their best people first. It is impossible to maintain a sense of orderly progress or the morale for planning and management when the major source of funds for discretionary initiatives is in serious doubt.

The critical centrality of this important program to the developing institutions is being intolerably underestimated. Existing regulations and procedures have served the programs for years and their continued use should facilitate the expeditious and reasonable grant of awards.

We respectfully request your urgent and prompt attention to this critically important program to historically Black higher educational institutions.

Sincerely,

Elias Blake, Jr.
Chairperson

cc: Secretary Califano
Dr. Mary Berry
Dr. Alfred L. Moye
Dr. Leonard Spearman
Ms. Carol J. Smith

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

April 11, 1978

Honorable Joseph A. Califano
Secretary
Department of Health, Education, and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

The National Advisory Committee on Black Higher Education and Black Colleges and Universities met on April 10 and 11, 1978 and deliberated, among other things, issues pertaining to the proposed Department of Education. The Committee gave serious consideration to the impact this proposal would have on Black Americans.

The question of equality of education opportunity is uppermost in the minds of committee members. The Committee supports the idea of a Department of Education only if it is strong enough to advance equal opportunity in a more comprehensive and effective way than is currently the case in the widely dispered Federal education programs. The Committee's concern regarding a Department of Education goes beyond effective coordination, proper management of Federal programs in education and the raising of education to Cabinet status. Our chief concern is with the manner in which civil rights activities involving such major issues as affirmative action and desegregation in higher education will be dealt with in the new department.

Inevitably, the question of equality of educational opportunity will continue to be very challenging. The Committee sees the need for the development of a comprehensive national policy to both guarantee and vigorously implement a program to advance equal educational opportunity whether or not a new Department of Education is established. Senator Ribicoff's bill for the creation of a Department of Education calls for Assistant Secretaries of Education, viz., Legislative and Public Affairs, Administrative and Management Policy, Evaluation and Planning and Intergovernmental Affairs. If a Department of Education materializes, the Committee recommends that consideration also be given to including an Assistant Secretary for Equal Educational Opportunity.

We hope that these concerns will be considered as the Administration unfolds its plans for the Federal role in education.

Sincerely,

Elias Blake Jr.

Elias Blake Jr.
Chairperson

cc: Commissioner Boyer
Dr. Mary Berry
Dr. Alfred L. Moye'
Dr. Leonard Spearman
Ms. Carol J. Smith

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

April 11, 1978

Honorable Joseph A. Califano
Secretary
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

During its April 10-11, 1978 meeting, the National Advisory Committee on Black Higher Education and Black Colleges and Universities reviewed various proposals to provide financial relief to middle class families paying tuition to educate their children and gave serious consideration to the impact these proposals would have on Black Americans.

We feel that the plight of middle class families has been exaggerated and recent data indicate this to be the case. However, if in fact it is deemed expedient to lessen the cost to middle class families to educate their children, we are unalterably opposed to tuition tax credits as a solution, but would support the Administration's proposal to raise the family income ceilings of present student financial aid programs to respond to the impact of inflation. By broadening the coverage of the ongoing student financial aid programs, the needs of middle income families would be served without imparing the needs of lower income families whose children can achieve no access at all to higher education without financial assistance.

We feel that emphasis on tax credits for middle income families diminishes support of the current programs which have enabled large numbers of Blacks to attend college who would otherwise not have had this opportunity. Hence, we see any shift in the distribution of funds away from programs which have improved access of Black Americans to higher education as an erosion of gains over the past decade. Any diminution of current student financial aid funds will directly and immediately reduce the numbers of Blacks enrolling in higher education.

The Committee is also concerned that the tax credit issue might lead to the acceleration of racial isolation in the elementary and secondary schools and a weakening of the public school system. Therefore, in an indirect but substantial way, the national goals of desegregation and of a pluralistic society may be thwarted.

In summary, the Committee feels that the tuition tax credit proposals would have a negative impact on equity, access, and choice, and recommend that the Department vigorously work to preserve those programs which have a proven, positive influence for Blacks.

Sincerely,

Elias Blake Jr.

Elias Blake, Jr.
Chairperson

cc: Commissioner Boyer
Dr. Mary Berry
Dr. Alfred L. Moye
Dr. Leonard H. O. Spearman
Ms. Carol J. Smith

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

May 3, 1978

The Honorable Joseph A. Califano
Secretary of Health, Education and Welfare
Hubert H. Humphrey Building
Washington, D.C. 20201

Dear Secretary Califano:

On February 3, 1978, I wrote you requesting an extension of the Charter for the National Advisory Committee on Black Higher Education and Black Colleges and Universities (copy enclosed). To date no reply has been received.

At the April 10 and 11 meeting, the Committee adopted a Work Plan for production of the various reports which will form the nucleus of our recommendations to you, the Assistant Secretary for Education, and the Commissioner. This Work Plan is premised on the fact that our request for extension of the Charter would be granted. If this will not be the case, we need to know this immediately so that the Committee may explore other alternatives.

Your response to this request will appreciated.

Sincerely yours,

Elias Blake, Jr.
Chairman
National Advisory Committee

Enclosure

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Mr. William Moran, Acting Chief
Basic Grants Policy Section
Division of Policy and Program Development
Bureau of Student Financial Assistance

DATE: June 14, 1978

FROM : Program Delegate, National Advisory Committee on Black Higher Education and Black Colleges and Universities

SUBJECT: Proposed Technical Amendments to BEOG Regulations

The National Advisory Committee on Black Higher Education and Black Colleges and Universities requested that I express their appreciation to you for meeting with them on June 13, 1978, to receive their comments on the proposed technical amendments to the Basic Educational Opportunity Grant regulations and to apprise you of resolutions passed by the Committee later on that afternoon.

The Committee (1) requests that the new requirements for institutional responsibility for "Verification of Information on the SER - Withholding of Payments" not become effective until one year after the administrative cost allowance has been made available to participating schools; (2) supports those parts of the regulations applicable to proprietary institutions regarding the requirement of a GED or a high school diploma for participating students and (3) hopes that the General Provisions Regulations Pertaining to Student Assistance Programs will be written in such a way as to separate out accounts for various types of Federal assistance so that "fund cut off" under one program would not trigger the cessation of all Federal assistance to an institution. (Chairperson Blake will be communicating with Deputy Commissioner Kornfeld directly on this matter at a later date).

I trust that the other comments of the Committee expressed regarding the necessity for special sensitivity to the problems of institutions serving very large numbers of low income students will be taken into consideration in the development of the final regulations.

Carol Joy Smith

Carol Joy Smith

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

September 12, 1978

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education, and Welfare
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. Secretary:

Thank you for meeting with the National Advisory Committee on Black Higher Education and Black Colleges and Universities on August 3, 1978, at its special meeting called by Commissioner Boyer. The committee members appreciated your remarks, and greatly regret that your time schedule did not allow for us to engage in a dialogue.

Following your remarks, and after some deliberation, the Committee asked that I forward the following request to you:

(1) That you issue a public statement regarding the Department's long-term support to the historically Black colleges, reinforced by a press conference enunciating same.

(2) That your Department exemplify in its policies and reports the rejection of the question of the validity of this subset of institutions.

(3) That a factual base regarding the development, growth, and contributions of these institutions be used in referring to them or in formulating policies affecting them.

(4) That you make clear, in an internal directive to staff shaping policies which will affect Black colleges, that such policies should be sensitive to and supportive of these institutions.

(5) That, where possible, offers of assistance and support should be rendered to Black colleges and the other institutions of higher education to increase the access and retention of Black students and to preserve institutional diversity.

(6) That in future directives or statements from HEW, a more positive portrayal should be presented regarding Black colleges.

Finally, the Committee concurs with the Department that there should be no fraud or abuse in the management of Federal funds and that the institutions serving as stewards of these monies should make every effort to develop sound fiscal and administrative procedures. We stand ready to assist you in devising methods of technical assistance to accomplish this.

We appreciate your interest in the mission of this Committee, and will continue, as we have in the past, to forward our recommendations to you so as to accomplish our mutual goal- that of achieving equal opportunity for higher education of Black Americans.

Sincerely,

Elias Blake, Jr.
Chair

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

October 17, 1978

Dr. Ernest Boyer
Commissioner
Office of Education
FOB-6, Room 4181D
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Boyer:

We have made a significant amount of progress in the staffing of the National Advisory Committee due to your previous efforts. There are still a couple of fundamental funding issues that have not been driven to ground.

We have put forward a budget of about $130,000 to take us through the December 31, 1979 life of the Committee. Without this level of funding over the next fifteen months, we will not be able to generate the studies we need to complete our work. Included in the $130,000 are two essential pools of money: 1) the basic expenses of the number of meetings we have scheduled through December 31, 1979; and 2) the research work that we will not be able to generate with a research staff of what we expected to be two senior research types and two junior research types. The details of the budget have been put forward by Carol Smith and are somewhere below.

The last item is, of course, that Carol Smith had two to three temporary people which enabled us to get out the annual report and to get the draft of our first major report on access completed. All of those temporary people are now gone. This means that they need to be replaced on a more permanent basis.

I would hope that the work on this could be expedited so that we can move effectively to get these things wrapped up and in place in the very near future.

Thanks again for all the help and support you have given us in the Committee. We were particularly pleased with the August 3-4 sessions which the Committee members felt were the key turning points for the Committee. It felt after those sessions that it was now going to be effective and able to make a lasting contribution to defining better the role the Federal Government plays in advancing the higher education of blacks.

Sincerely yours,

Elias Blake

Elias Blake Jr.
Chairman, National Advisory Committee

cc: Ms. Carol Smith ✓

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

December 28, 1978

Dr. Anita F. Allen
Division of Institutional Development
Room 3058, Regional Office Building 3
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Allen:

The National Advisory Committee on Black Higher Education and Black Colleges and Universities has thoroughly reviewed the proposed regulations for the Strengthening Developing Institutions Program and is forwarding the following comments for your consideration and subsequent action.

While these new regulations are an improvement over previous ones and attempt to clarify some areas which have heretofore been problematic, the Committee feels some of the regulations will still have an adverse effect on historically black colleges and universities.

The Committee in its deliberations over the past year has been particularly concerned with the potential movement of Title III funds away from the historically black colleges. These colleges were the intended beneficiaries of this Title of the Higher Education Act of 1965, even though not specifically stated in the legislation for perceived political reasons at the time the legislation was passed. In view of that fact, and because there is still a need for financial support of these institutions, the Committee would like to see Title III targeted for the historically black colleges.

The general thrust of the new regulations to include a focus on those subsets of American institutions disproportionately involved in equalizing educational opportunity is a great step forward. Though the equal opportunity thrust is debated now based on the written record, interviews with the architects of Title III, former Congresswoman Edith Green, Frances Keppel and Harold Howe, former Commissioners of Education, Samuel Halpern and Jerrold Zacharias, Jerome Weiser and Samuel Nabrit, will show that these regulations move Title III back toward its original intent.

Other legislation, still unfunded, was aimed at general support of higher education. Title III needs a sharper focus. It is too few dollars to be for everybody. It makes sense to see Title III as part of a continuum for equal opportunity beginning with Title I of the BSFA, the TRIO programs, Title IV, Student Aid, and the Graduate and Professional Opportunities program. It is no historic accident that Title III was included in the wave of legislation designed to equalize the educational opportunity.

Nothing in our suggestions below can or should be taken to indicate any disagreement with the basic thrust of the regulations. We just believe that in some specific areas, they go too far into internal affairs of institutions.

1. In Section 169.17e, the entire section beginning "if any of the following conditions exist" should be deleted from the guidelines. The three quantitative factors, we assume, purport to be indices of viability and strength since they follow a discussion of steps taken to insure survival and to strengthen an institution.

   The meaning of small changes in enrollment in this period is impossible to interpret in any short-term three to five year period. Decreases or increases in enrollment per se should not be specifically isolated as if they told one something special about either viability or strength. They do not.

   Items 2 and 3 under 169.17e were particularly disturbing to members of the Committee from all kinds of institutions. These two items represented a fundamental intrusion of federal officials deep into the internal affairs of colleges. It sets out a principle that once accepted for developing institutions will not be good for all of higher education. We do not feel that either the current or future federal officials, far removed from campuses, should try to interpret such financial data. In effect the indices presume to require a special explanation from any institution showing these factors. The indices, therefore, take on an ominous potential, what with all the tie-ins between computerized data within government. In the hands of unknown and unpredicted and unpredictable future persons, such quantitative indices can be interpreted as indicating non-viability or indicating insufficient efforts to improve. No such judgements can be made from such indices. We strongly recommend these deletions, 169.17 (e), (1), (2) and (3). Section 169.18c is sufficient for the purposes of indicating efforts at self-improvement.

2. Section 169.12 (d) and 169.18(c) are redundant and literally identical. The guidelines do not need both of these sections. Section 169.12(d) should end with the sentence, "The institution must also be making a reasonable effort to meet its mission and accomplish its goals through activities carried out over the last three years." The section beginning "To improve" should be deleted. The items are covered sufficiently in 169.18(c).

3. Section 169.4 can have a negative impact on historically black public colleges if certain specific language is not added.

   169.4 2(b) - It should be added "except that the state plan inadequately provides for the special needs of historically black colleges as is currently directed by the courts."

   169.4 2(c) (2) - It should be added "except that the state plan either is placing an undue burden for desegregation on historically black colleges or failing to attend to their special needs.

   A section, (d), must be added which allows a historically black institution to petition for program funding that is not within its state's plan. To 169.4 would be added as Section (d):

   (d) Any institution which by reason of past racially discriminatory state practices has been unequally funded can make a special application for Title III funds. The institution must --

   (1) identify sufficient instances of past discriminatory treatment based on race in law or in practice.

   (2) identify how, in fact, the funding requested will enhance its movement toward the mainstream.

   The reasons for these changes are simply that it is not always clear that black educators agree that the state plans approved internally and by HEW as a part of Adams vs. Califano are sufficiently beneficial to their needs. They should, therefore, not be locked into a plan with which they strongly disagree even if it has HEW approval. An institution can be successful in getting potential programs approved for submission to Title III with the added language. Without the language, there is no point in even trying before trying to get an entire state plan changed. The ruling court order in "Adams" requires special attention to the needs of historically black colleges and that they carry no undue burden in the desegregation process.

4. The Committee heard testimony raising questions about consortiums which included all the four-year and two-year schools in the current Advanced Institutional Development Programs. The questions raised concerned whether in fact participation was voluntary and in term whether if an institution felt services were inadequate, it was prudent to complain. A sentence should be added as 169.22 (b), (vi), "No institution is compelled to join any consortium. All consortium participation is completely voluntary. No consortium can carry the real or implied implication that participation is somehow a part of either initial funding or continued funding in the developing institutions program."

5. Under Section 169.31 - A specific listing should be added as (d) 7. "Develop and Train Institutional Advancement Personnel."

   Developing institutions in the past have been specifically allowed to train development officers, alumni affairs and public relations officers. If this is not specifically mentioned, it can be assumed that this is no longer allowable. Such training does not conflict with general provisions prohibiting uses of federal funds for fund raising.

6. Section 169.53, section (e) (3) should be deleted. Title III is not Title IV for student financial aid. Tying the two programs together is inappropriate. We applaud the efforts to improve the management of student financial aid programs. It is not the business of developing institutions to set in judgment in that area. Title III funds can assist a school in improving its overall management and specifically in financial aid. A school may openly request Title III funds to revamp its student financial aid management and outline the weaknesses it wants to strengthen. This is an admission that its present management is not effective. It, therefore, cannot get any points for that sector of program priorities.

   We accept and strongly support the intent to add points for institutions which are in particular supporting the national goal of equal opportunity. It is a creative innovation. Our comment on the specific section in no way is critical of the intent of Section 169.53.

7. 169.33 should specifically state as section (e) reapplications are permitted at the end of any grant period or during an existing grant period to continue to strengthen an institution.

   Too much discussion has taken place about schools being ineligible to reapply after a particular grant period. The specific language above makes clear that schools in need can reapply.

We appreciate the opportunity to comment on these regulations-and believe they will strenthen the definition of developing institutions.

Sincerely yours,

Elias Blake, Jr.
Chairman

APPENDIX F.2

Correspondence to Committee from HEW Secretary,
Assistant Secretary for Education, and the Commissioner of Education

APPENDIX F.2

Correspondence to Committee from HEW

Date	From	Subject
04/08/78	Dr. Ernest L. Boyer	Acknowledged receipt of Committee letter noting the need for additional resources. Issues (personnel, etc.) cited in the letter will be included in future discussions with Drs. Pierce and Moye'.
04/13/78	Honorable Joseph A. Califano, Jr.	Response to Committee letter expressing desegregation cases in higher education. Secretary Califano assigned Assistant Secretary Berry to consider the use of existing grant programs to encourage State systems to meet federal guidelines.
05/08/78	Dr. Ernest L. Boyer	Acknowledged receipt of letter concerning Committee recommendations on the FY'78 funding of Title III. Commissioner suggested that OE plans to expedite applications for Title III funds and to reimburse current grantees (should they be renewed) for the time incurred between telephone notification of grant awards and the completion of negotiations signaling the official release of funds.

APPENDIX F.2 CONT.

05/22/78	Honorable Joseph A. Califano, Jr.	Acknowledged receipt of Committee letter in support of the Administration position opposing tuition tax credits and a renewed commitment to student financial assistance.
06/29/78	Dr. Ernest L. Boyer	Gave authorization to hire 3 staff persons.
07/03/78	Honorable Joseph A. Califano, Jr.	Letter of support to Committee's stated concern about the continued commitment of the Agency to equal educational opportunity in the wake of OE reorganization. Cited recommendations that civil rights enforcement will have a high priority in developing the structure for the new department.
07/10/78	Dr. Mary F. Berry	Response to Committee correspondence of February 3 and May 3 requesting the extension of the Charter. Dr. Berry recommended the preparation of papers to extend the Committee's life and urged Secretary Califano's timely approval.

APPENDIX F.2 CONT.

09/07/78	Dr. Mary F. Berry	Response to Committee's letter discussing the potential impact of federal grants and contracts on desegregation plans in higher education. Dr. Berry briefly outlined the coordination of grant review procedures to States to assure that awards are consistent with the law and federal policy.
11/28/78	Dr. Ernest L. Boyer	Acknowledged receipt of Committee letter (10/17/78) and announced approval of the $130,000 (non-staff) budget. Letter also authorized eleven positions for the Committee. Attachments specify status and expenditures. Vacancies will remain open until personnel "freeze" eases.

Smick 73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

APR 3 '73

Dr. Elias Blake, Jr.
Chairperson
National Advisory Committee on
Blacks in Higher Education and
Black Colleges and Universities
Clark College
Atlanta, Georgia 30314

Dear Eli:

Thanks for your recent letter concerning resources needed for the National Advisory Committee on Blacks in Higher Education and Black Colleges and Universities. I appreciate the thoroughness with which you outlined these needs. I will certainly give them careful consideration when I have further discussions with Drs. Pierce and Moye.

Thanks so much for your leadership in this essential area.

Cordially,

E

Ernest L. Boyer
U.S. Commissioner
of Education

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

74

APR 13 1978

Dr. Elias Blake, Jr.
Chairperson, National Advisory Committee
on Black Higher Education and Black
Colleges and Universities
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Thank you for your letter about the higher education desegregation cases.

I agree with you that the Department should fully explore the possibilities of using existing grant programs in a way that encourages the State systems to meet their commitments.

I have asked Dr. Mary Berry, Assistant Secretary for Education, to take the lead in considering what measures may be appropriate. She will discuss the matter with the other granting agencies in HEW and with the Director of the Office for Civil Rights.

It has been helpful to have your views on the subject. When our review is completed, Dr. Berry will provide the Advisory Committee with a report.

Sincerely,

Joseph A. Califano, Jr.

Joseph A. Califano, Jr.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 8 1978

RECEIVED
MAY 12 1978
PRESIDENT'S OFFICE

Dr. Elias Blake, Jr.
Chairperson
National Advisory Committee
on Black Higher Education
Clark College
Atlanta, Georgia 30314

Dear Dr. Blake:

Thank you for your letter regarding the concerns of the National Advisory Committee on Black Higher Education over the lateness of Fiscal Year 1978 funding for the Basic Institutional Development Program of Title III of the Higher Education Act of 1965, as amended.

We have been reviewing ways to resolve the question of whether transitional or supplemental funds could be awarded to current Title III participants whose applications are successful in the Fiscal Year 1978 competition for funds. I am pleased to report that we have found a partial way out of this dilemma.

Approximately 29 percent of the currently funded Title III Basic Institutional Development grants are scheduled to expire on or before June 30. The remaining grants expire on August 31. Applications for Fiscal Year 1978 funds are due in the Office of Education on May 1. I have assigned the highest priority to processing these applications and we expect to notify current grantees by telephone of their status in Fiscal Year 1978 by mid or late June. Although funds will not become available to these institutions until the completion of a negotiation process, they will be reimbursed at that time for the expenses they incur between the date of telephone notification (or the date the grant activity is scheduled to begin, whichever is later), and the date the official award document is signed by the Office of Education.

Page 2 - Dr. Elias Blake, Jr.

I believe that this action will enable a majority of continuing grantees to make adequate plans for support of their Title III programs during the summer. We recognize that some institutions may have a cash flow problem under these circumstances. We will make every attempt, however, to expedite grant negotiations and the delivery of funds to these institutions.

If I can be of further assistance in this matter, please let me know.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

Thanks for your leadership.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

MAY 22 1978

RECEIVED
JUN 19 1978
PRESIDENT'S OFFICE

Dr. Elias Blake, Jr.
Chairperson
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
U. S. Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Thank you for your letter regarding the position of the National Advisory Committee on student financial assistance.

Your thoughtful and direct letter reinforces my belief in the importance of maintaining a coherent and strong Federal policy which addresses the concerns of the neediest first, in order to assure that all of our nation's qualified young people have an equal opportunity to attend the college of their choice.

As you know, I believe very strongly that tax credits at both the elementary/secondary and post-secondary level are a regressive and ill-founded answer to the concerns that many have raised over the cost of education. Moreover, the President recently indicated his intention to veto such legislation if it was passed by the Congress.

I deeply appreciate your support on this issue. Let me assure you that the Administration is fully united in its effort to continue vigorously to oppose the tax credit legislation.

Sincerely,

Joseph A. Califano Jr.

Joseph A. Califano, Jr.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

JUN 29 1978

RECEIVED
JUL 7 1978
PRESIDENT'S OFFICE

Dr. Elias Blake, Jr.
Chair, NACBHEBCU
Clark College
240 Chestnut Street, N.W.
Atlanta, Georgia 30314

Dear Eli:

This is to let you know that after I met with the Committee during its recent meeting on June 12, I immediately moved to augment staff support to the Committee.

Al Moye notified Carol Smith that she is now authorized to hire a full-time permanent secretary (to replace Ms. Carleta Rowland, who had been on detail from the Division of Institutional Development), a summer mid-level person to replace Ms. Constance Cole (whose fellowship is coming to an end), and a temporary senior level expert to assist in the preparation of background papers and reports.

Carol is now in the process of interviewing persons to fill these positions, and we hope that they will be filled within the next few weeks.

I fully realize that the Committee has been hampered by being insufficiently staffed, but please be assured that we are moving to improve this situation.

Sincerely,

Ernest L. Boyer
U.S. Commissioner
of Education

I'll be happy to see you when you return

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

JUL 3 1978

Dr. Elias Blake, Jr.
Chairperson
National Advisory Committee on
Black Higher Education and
Black Colleges and Universities
U. S. Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

I agree with the National Advisory Committee that equality of educational opportunity is one of the most challenging and important responsibilities for the proposed Department of Education.

The President's Reorganization Project (PRP) explored numerous options for the structure of the new department, including the question of how best to advance equal opportunity. In his testimony on May 17, 1978, before the Senate Committee on Governmental Affairs, OMB Director James T. McIntyre, Jr., stressed the Federal Government's preeminent responsibility to ensure equal educational opportunity as a major concern in developing the structure for the new department. Specifically, he recommended high organizational placement of the civil rights enforcement office, with that office reporting directly to the Secretary. He also recommended raising the grade of its Director from a GS-18 to an Executive Level IV position. This proposal would seem to provide the mobility, focus, and the organizational status for equal opportunity activities that you support.

Best wishes.

Sincerely,

Joseph A. Califano, Jr.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

JUL 10 1978

Dr. Elias Blake, Jr.
Chairman
National Advisory Committee on
Black Higher Education and Black
Colleges and Universities
c/o Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Secretary Califano has asked me to answer your letters of February 3 and May 3 and to apologize for the inordinate delay in responding to your request for an extension of the charter for the National Advisory Committee on Black Higher Education and Black Colleges and Universities.

As you know, I supported the activation of this Committee and continue to believe that it serves a critically important function for the Department as we seek to strengthen the Black colleges and to provide equal access to higher education for Black students. I therefore have asked Commissioner Boyer to prepare the necessary papers to allow for extension of the Committee's charter, so that it may complete its important work. I will strongly recommend to the Secretary that he approve the extension and that he urge the Office of Management and Budget to approve it as well.

If I can be of further assistance to you, please let me know.

Sincerely,

Mary F. Berry
Assistant Secretary
for Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

SEP 7 1978

Dr. Elias Blake, Jr., Chairperson
National Advisory Committee on
Black Higher Education and Black
Colleges and Universities
Office of Education
Washington, D.C. 20202

Dear Dr. Blake:

Thank you for your letter in which you discussed the potential impact of federal grants and contracts upon desegregation activities in the states covered by the Adams v. Califano court order. The federal government has a clear responsibility not to allocate federal resources in a way which creates, reinforces or impedes the elimination of segregated attendance patterns at institutions of higher education.

In recognition of this fact, the Secretary has directed the Office of Civil Rights to review program awards in the Developing Institutions Program and the Graduate and Professional Opportunities Program to assure that program awards are consistent with the law and federal policy.

Recently, while administration hearings were pending against the State of North Carolina, the Secretary directed the Office of Civil Rights to review all grants and awards to that state. Under this review mechanism, the department reviewed Health and Human Development grants awarded as well as grants and awards provided through the Office of Education. We have discussed the matter of grant coordination with the Office of Civil Rights and it may well be that the process used in the North Carolina case will serve as a model as we review other state plans submitted under the Adams order.

As the department moves to reauthorization of Higher Education programs we will consider ways of providing specific assistance to those institutions which are

facing additional costs as a result of court orders to desegregate their student bodies. A number of approaches to providing encouragement and assistance are now under discussion within the department. We will apprise you of developments as our deliberations proceed.

Sincerely,

Mary F. Berry
Assistant Secretary
for Education

NOV 28 1978

Dr. Elias Blake, Jr.
Chairman, National Advisory
Committee on Black Higher
Education and Black Colleges
and Universities
U.S. Office of Education
Washington, D.C.

Dear Eli:

Thanks for your letter of October 17 regarding the National Advisory Committee.

The $130,000 non-staff budget request has been approved. A breakdown of the budget prepared by Mrs. Smith is enclosed. $50,000 had already been set aside for the Committee. An additional $80,000 will be provided as needed throughout the year based upon the Committee's operating plan.

With respect to staffing, I've agreed to assign eleven permanent and temporary positions to the Committee. The enclosed listing identifies the breakdown. You'll note that five of these positions are currently vacant. However, were're in a crunch right now because of the personnel freeze. We will fill these vacancies as quickly as possible, following the guidelines issued by the President for the purpose of reducing overall Federal employment.

The Committee has outlined a full agenda for the next year and I'll continue to push hard.

Warm regards,

Cordially,

Ernest

Ernest L. Boyer
U.S. Commissioner
of Education

Enclosure

DRAFT/ODC/RTSonnergren/brv 11/13/78
FINAL/CCS/PJenkins 11/20/78

bcc: A.V. Bailey w/copy of incoming

FY-1979 Staffing in Support of the
National Advisory Committee
on Black Higher Educaton and Black
Colleges and Universities

GS-15	Staff Director	Carol Smith
GS-13	Consultant (Temporary)	Linda Lambert
GS-13	Education Specialist (Temporary)	Glenda Partee-Scott
GS-12	Education Research and Program Specialist	Vacant
GS-11	Education Research and Program Specialist (Temporary)	Vacant
GS-5/7	Program Assistant (Temporary)	Vacant
GS-5	Program Assistant	Pat Lucas
GS-5/6	Secretary (Temporary)	Vacant
GS-4	Typist (Part-Time)	Linda Byrd
GS-3	Clerk/Typist	May Carter
GS-3	Clerk/Typist (Temporary)	Vacant

BACK-UP DATA FOR FY 1979 NONSTAFF BUDGET REQUEST FOR THE NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

Cost Per Meeting:

Consultant Service		
15 members for a 3 day meeting @ $100 per day	=	4,500
Travel Cost/Airfare to Washington, D.C. (membership locations are in east and mid west)	=	2,023
Cost of per diem (15 members & 4 days @ $50 a day)	=	3,000
Miscellaneous Expenses for taxi fares, etc. (15 members X $20 each)	=	300
Stenographic Services for a 3 day meeting	=	2,500
Meeting Space (outside of headquarters to accommodate membership and public attendance)	=	300
Total Cost per meeting or $13,000		12,623

Estimate of Planned Activities:

1. Five meetings are planned for in FY 1979 @ $13,000 each for a 3 day meeting	=	65,000
2. Annual Report (cost includes; preparation, typing by consultant, printing, etc.)	=	7,000
3. Site Visits (covers transportation & per diem for 15 members @ $500 per visit)	=	7,500
4. Contract Consultant Services (for contracting of studies, etc.)	=	50,300
5. Supplies (15 members X $14 each=210)	=	200
Total Amount Estimated for FY 1979	=	130.000

☆ U.S. GOVERNMENT PRINTING OFFICE 1979 631-466/2891